

# St Johns Out of School Club

St. Johns Primary School, Mortimer Road, KENILWORTH, Warwickshire, CV8 1FS

## Inspection date

07/01/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Staff are gentle, caring, sensitive and kind. They sit alongside children and take a real interest in their ideas, views and opinions, helping children to feel secure, valued and develop a sense of trust.
- Teaching is effective because staff effectively build on what children know and can do. They encourage children to develop their own ideas and ways of doing things, which in turn helps to promote their critical thinking.
- Children learn that the weather and darker nights are not seen as a barrier to outdoor play. They wrap up appropriately and use torches to enable them to see where they are going, so that they are safe. As a result, children get plenty of fresh air and physical activity all year round.
- Children plant and grow a variety of fruit and vegetables, which they enjoy tasting in different ways. They also take a selection home to share with their families, helping children to develop a positive attitude to healthy eating.

### It is not yet outstanding because

- There is scope for children to develop their independences further, particularly at mealtimes.
- Children are not able to fully extend and develop their imaginations, particularly during role play.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector carried out a joint observation with the Nominated Person and manager.
- The inspector had discussions with the Nominated Person, manager and a parent.
- The inspector observed activities.
- The inspector looked at policies and procedures, children's records, learning journals and the attendance register.

## **Inspector**

Sally Smith

## Full report

### Information about the setting

St Johns Out of School Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a registered charity and operates from a room within St.John's Primary School, Kenilworth, Warwickshire. The club also have access to the Information, communication and technology suite. There is an enclosed area available for outdoor play. The club serves children who attend the school. It opens Monday to Friday, from 7.30am until 9am and from 3.15pm until 6pm, during school term time. The club also runs a holiday play scheme during the summer holidays and this operates from 7.30am to 6pm. There are currently five children attending, who are in the early years age group. The club employs four members of childcare staff, two of whom hold appropriate early years qualifications.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- support children in developing their independence skills even further, for example, by making their own sandwiches at teatime
- enhance children's play and exploration, such as providing dressing-up clothes, so that they can take on and rehearse familiar roles and develop their imaginations.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have regard to the learning and development requirements of the Early Years Foundation Stage. Good communication with reception class teachers in school ensures that information is routinely shared about each child, so that their individual needs are met. This enables staff to build on children's burgeoning skills and equally provide additional support and help where required. Staff know children well and have a good awareness of each child's capabilities, likes and preferences. This information, combined with observations and discussions with parents and children themselves, ensures that activities match children's interests and provide a variety of different challenges. Children's views are integral to planning and also any additional resources that are acquired. For example, children requested a piece of equipment, which has recently been purchased, enabling them to be engaged in a wider range of active and physical activities. This builds a strong ethos of trust and belonging as they are active participants in how the club operates. Staff are good role models and teachers, ensuring that children learn through their play and everyday routines. Skilful and carefully worded questioning prompts children to engage and discuss what they are doing. Staff provide children with time to consider their responses without jumping in too hastily with their own ideas. Equally, children listen

to each other and staff, showing their willingness to respond to ideas expressed by others in conversation or discussion. This helps children to acquire good speaking and listening skills.

A sense of calm, yet an air of industriousness pervades the room. Children busily go about their play, selecting from a wide-range of resources, which are easily accessible. Children lie on the floor contentedly, building and constructing blocks or tracks for their vehicles. They play well together, demonstrating good social skills as they make decisions collaboratively and negotiate who does what. They use language, such as, 'bigger', 'smaller', 'more' and 'longer', showing an understanding of quantity and size. Children's imaginations are generally fostered as their experiences and responses are captured using a range of different media. For example, music is used creatively as children make up their own dance routines. A range of materials are available for children to use, such as, paint, scissors, sticky tape and much more, to develop pictures, designs and structures. Staff are keen for children to explore their own ideas, helping to develop their critical thinking. When necessary, staff intervene to offer support, such as assisting a child with their scissor skills. Some activities are planned by staff, but although, the seed of an idea is sown and they talk through instructions, it is very much about children doing things for themselves, helping to develop a sense of achievement. Children enjoy role play, dressing their dolls and tending to their needs, such as feeding and sleeping, imitating what they know and have observed from real-life experiences or what other adults do. Children use available resources and props, such as, blankets, sheets, tables and chairs to make dens. However, there are no dressing-up clothes to fully extend their role play and imaginations. Many children are keen to play outside and the weather and darker nights are not seen as a barrier to this. Instead, children wrap up warm on colder nights and as the light fades, excitedly use torches to guide them around. They enjoy games, such as hide-and-seek and a wealth of resources and equipment is available to enhance their physical skills, such as, bats, balls, skipping-ropes and wheeled toys.

Children access a variety of information and communication technology (ICT), such as a white board and computers. They avail themselves of the computers in the ICT suite in school and become adept at using these to perform different tasks and access information. As a result, children show increasing skills in operating audio and programmable equipment competently. Children's understanding of diversity is promoted through a range of resources and play opportunities. They explore different festivals and celebrations and learn the cultural significance of these, helping to raise their awareness of people's differences and beliefs. Children participate in the 'Food for Life' project that the whole school engage in. This involves planting and growing a rotational range of seasonal vegetables. Once ripened, children benefit from preparing and tasting these, for example, making fruit smoothies and kebabs. The healthy ethos is extended to the home environment as children take boxes of excess produce home. This helps children to develop an awareness of their world and how things are nurtured and grow. Children are generally taught all of the necessary skills required for their ongoing learning and development.

Children benefit from a welcoming and nurturing environment where they can explore in safety. Children are totally at ease in their environment and appear comfortable and relaxed. This is clearly helped by the warmth and welcome extended by staff. They listen to children, showing a genuine interest in what they have to say. A successful key person system means that staff know their key children well and are diligent in ensuring children's individual needs are met. As a result, children settle well and enjoy high levels of attention, developing strong emotional attachments with staff. Relationships with parents and school are strong, so that all relevant information is shared and transitions are smooth.

Good and effective use of space means that children's individual needs and preferences are met. Children move around the indoor and outdoor spaces confidently and resources are organised effectively to encourage children to make choices about their play. This helps to promote an active role in their learning and results in children approaching all that they do with enthusiasm. Areas are carefully considered, so that there is space for children to spread out with their toys on the floor, while tables and chairs provide children with opportunities to write, draw, paint or play board games. Comfy seating invites children to sit down with a book from the wide choice available. Routines and boundaries are clearly established, so that children know how to respond and behave in a range of situations. For example, they know that they sit at the table to eat their tea. Children move around the room safely, remembering that they should walk rather than run. Safety issues are regularly explored and discussed with children. Staff are also responsive to any issues that emerge and deal with these appropriately. Children's perceptions of stranger danger was recently scrutinised when it became apparent that their idea of an adult posing a threat looked like a stereotypical villain. Discussions ensued and continue to date, to dispel this myth and further reinforce and consolidate children's understanding.

Children manage their own personal care, hanging up their coats when they return from school and using the toilets independently. They are fully aware of the need to wash their hands when finished and why this is necessary. Children also wash their hands prior to eating and do this instinctively as part of the routine. They sit together to eat their tea, which always consists of healthy options, such as wholemeal bread and fruit. However, staff do not encourage the most-able children's independence to the full, such as allowing them to prepare their own sandwiches. Children learn about healthy diets and foods to eat, through discussions, topics and continuing to reinforce school initiatives, so that there is consistency. Fresh water is available at all times and staff are aware of each child's individual dietary needs and ensure these are met. Physical activities are a regular feature of children's play and children are encouraged to engage in these, helping them to learn that exercise keeps them healthy.

### **The effectiveness of the leadership and management of the early years provision**

Staff have a sound understanding of the child protection policies and know how to respond to a potential concern. Safeguarding children is seen as a priority and a regular

feature for discussion and training, so that staff's knowledge is secure and robust. They are aware of the importance of adhering to the whistle-blowing policy. This means that should any concerns arise about a colleague's conduct, then this would be managed in an appropriate manner, therefore, ensuring children's safety. Risk assessments are carried out daily to ensure that children play in a safe and secure environment. Children are fully conversant with evacuation procedures, so that they know what to do in the event of an emergency, such as a fire. A range of policies and procedures, which have recently been updated, are effectively implemented by staff to ensure that children's health, safety and well-being is consistently promoted at all times.

The nominated person leads by example and is an inspiration to the staff team. They are supportive of the manager and very much involved in the day-to-day running of the club. Their 'hands-on' approach is welcomed by staff, who feel they are very much involved in the club ethos and ensuring it is integral to the school community as a whole. There is a clear sense of purpose and direction. The manager continually has a plan of action in place to improve aspects of the club, fully embracing the views of children and parents. This is further supported with the election of a parent, who represents the club's interests at committee meetings, collating and taking forward the views of other parents, so that they have a voice. Questionnaires are also used as a means to gauge their views.

All staff are well-experienced and over half have an early years qualification. They put their skills to good use and regularly attend training to ensure their knowledge is updated. They are fully committed to meeting the needs of children who attend. The management team regularly monitors the delivery of the educational programmes and the care practices. This helps to ensure that all staff are consistent in implementing the policies and procedures and supporting children's learning and development effectively. Effective partnership working with parents ensures that they are well-informed about their children's daily activities and welfare needs. Parents speak of the good quality care the club provides. Children benefit from the positive links that staff establish with the school, meaning that there is consistency in the level of support they receive.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY455020
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	926771
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	5
<b>Name of provider</b>	St Johns Out of School Club
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01926 854450

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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